



# GEOGRAPHY EDUCATORS' NETWORK OF INDIANA NEWSLETTER

Volume 106, Issue 5

Geography Action!/GAW, 2006

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**Geography  
Action! 2006  
GAW**

## Special Points of Interest:

- How to host a "Celebrate Africa" event at your school
- GeoVideoFest Contest
- GAW Poster Contest
- National GIS Day

## A New Approach to Geography Action!/GAW

The National Geographic's annual conservation and awareness program, Geography Action! is designed to engage students, educators, and communities in taking action to protect the Earth and its people. The 2006-07 program launches a new focus for this annual program, beginning with a feature on the regional and cultural geography of "Africa in 3-D: Diversity, Demographics, and Discovery!" The upcoming themes will focus on the continents for the next several years, resulting in a world curriculum. Students are sure to be engaged by the spectacular landscapes,

unique wildlife, and rich cultures of Africa, the first continent featured.

Join classrooms around the world by focusing on the African Continent and all it has to offer. We have included resource lists, suggested activities, lesson plans and loads of links for you to host a "Celebrate Africa" event at your school. We encourage you to share your plans/experiences with your fellow educators. Send a summary of your activities, along with photos if possible, to the GENI Main Office so that we can publish them on our website and in future newsletters!

## TC's Travel to Turkey Over the Summer

*By Joyce Thompson*

Gloria Wilson and myself, current GENI board members, along with one of GENI's founders, Dorothy Drummond, spent the month of June visiting Turkey. This trip had been discussed for several years but the recent political upheaval in the region had created some reluctance to journey to this land that bridges Asia and Europe. Ultimately, Dorothy convinced 13 eager travelers to spend a month traversing the cradle of civilization. Her trips are always designed to encompass not only the physical landscape of the place but also to experience the culture.

Our group was aided in our exploration by our Turkish guide, Behlul. We were delighted to find that we were going to spend the next month captivated by not



*Dorothy Drummond, Gloria Wilson and Joyce Thompson at the Ion East Terrace.*

only his historical and cultural knowledge of his country but his enthusiasm to share his beautiful land. His degree in comparative literature provided many hours of discussion and much heavier book-laden luggage for many of us on the return trip.

*Continued on page 4*

## GENI Board of Directors 2005-2006:

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## Calendar of Events

- Oct. 14—Opening of the **Maps: Tools for Adventure Exhibit** at the Children's Museum of Indpls. [www.childrensmuseum.org](http://www.childrensmuseum.org).
- Oct. 15—Registration deadline for the 2007 **National Geographic Bee**. Visit [www.nationalgeographic.com/geographybee](http://www.nationalgeographic.com/geographybee)
- Oct. 17—**Educator Networking Night**, at the Children's Museum of Indpls. for the new "Maps: Tools for Adventure" Exhibit. [www.childrensmuseum.org](http://www.childrensmuseum.org).
- Oct. 27—**Indiana Council for the Social Studies** annual conference at the Adam's Mark Hotel near the Indianapolis Airport. See page 15 for details.
- Oct. 27.—**Integrating International and Civic Education (IICE) workshop** at the Region 8 Education Service Center in Fort Wayne. See page 9. Also being held Nov. 8, Jan. 29-30, and Feb. 8th at other locations.
- Nov. 2-5—**Indy's International Festival** will be held at the Indiana State Fairgrounds in Indianapolis, including cultural displays, entertainment, ethnic foods, global bazaar and educational resources. For more information, visit <http://nationalitiescouncil.org/>.
- Nov. 7—**MAPS exhibit teacher workshop** at the Children's Museum of Indianapolis. See page 15 for details.
- Nov. 17—One-day **Workshop** to discuss issues surrounding the **New Course, Geography and History of the World**. See page 8.
- Nov. 12-18—**Geography Action!/Geography Awareness Week 2006**—>"Africa in 3D: Diversity, Demographics, Discovery. Remember that only paid GENI members will receive a GENI GAW Newsletter and resources provided by NG, 2 maps this year! We will also be hosting FREE GA workshops around the state. Check the GENI website for dates and locations. Also visit [www.nationalgeographic.com/geographyaction](http://www.nationalgeographic.com/geographyaction).
- Nov. 15—The seventh annual **National GIS Day**. Watch the GENI website for traveling workshops and great GIS resources.
- Dec. 1-2—**GENI's Strategic Planning Board Meeting** on Friday evening and Saturday, at the Indianapolis Holiday Inn Express Northeast. Contact Jill Bowman for attendance information at (317) 842-8039 or [jill.bowman@netzero.net](mailto:jill.bowman@netzero.net).

## Resources

- **Africa Studies**—sounded in 1989 to help schools, public libraries, and parents improve the quality of their children's collections on Africa. [www.africaaccessreview.org/index.cfm](http://www.africaaccessreview.org/index.cfm)
- **Africa Focus**—take a multimedia tour of the continent, large collection from U or Wisconsin-Madison, find pictures and sound clips by subject, country, or by using a map. <http://digicoll.library.wisc.edu/AfricaFocus>
- **Africa: It's Not a Country**—many lessons for early elementary grades. <http://teacherlink.ed.usu.edu/tlresources/units/bynes-africa/aindex.htm>
- **African Voices**—Smithsonian site on history, culture, and themes; interactive timeline covering slave trade, slave trade, colonization, etc. [www.mnh.si.edu/africanvoices](http://www.mnh.si.edu/africanvoices)
- **African Ceremonies**—Take a journey on this visual exploration of traditional rituals. [www.culturesontheedge.com/gallery/archives/ceremonies/photos](http://www.culturesontheedge.com/gallery/archives/ceremonies/photos)
- **Africare**—gives info on current issues such as Disaster Response in South Africa or Chronic Food Insecurity in Southern Africa and HIV/AIDS crisis. [www.africare.org](http://www.africare.org)
- **Background Notes**—choose a country and get the facts; history, descriptions of politics, economy, foreign relations and more. [www.state.gov/www/background\\_notes/afbgnhp.html](http://www.state.gov/www/background_notes/afbgnhp.html)
- **Deep in the Bush**—great site has folk tales from and about African culture, recipes, as well as plays and coloring pages derived from them. <http://www.phillipmartin.info/liberia/>
- **EPals.com Classroom Exchange**—allows teachers to search for classes in Africa that are willing to communicate via the internet as a way to help educate children about Africa. [www.epals.com/search/maps/africa](http://www.epals.com/search/maps/africa)
- **Learn About Your World**—provides info on ordering books and teacher's guides about Africa. [www.learnaboutyourworld.org](http://www.learnaboutyourworld.org)
- **Multimedia Archives**—pictures of African sculptures, maps, and flags. [http://www.africa.upenn.edu/Home\\_Page/GIF/Images.html](http://www.africa.upenn.edu/Home_Page/GIF/Images.html)
- **National Geographic (Africa Archive)**—listing that links you to full-text articles. [www7.nationalgeographic.com/ngm/africaarchive/index.html](http://www7.nationalgeographic.com/ngm/africaarchive/index.html)
- **PBS Links on Africa**—go on quests, tours, explore, crafts, languages, music, and more. [www.pbs.org/wonders](http://www.pbs.org/wonders)  
[www.pbs.org/wonders/Kids/home.htm](http://www.pbs.org/wonders/Kids/home.htm)  
[www.pbs.org/wnet/africa](http://www.pbs.org/wnet/africa)  
[www.pbskids.org/africa](http://www.pbskids.org/africa)
- **Zoom School: Africa**—lots of activities to learn more about African art, animals, explorers, crafts and more with Enchanted Learning. [www.zoomschool.com/school/Africa](http://www.zoomschool.com/school/Africa)



## 2006 Indiana Geography Action! Poster Contest



G.E.N.I. is excited to sponsor the **2006 Indiana Geography Action! Poster Contest**. This first annual contest will focus on “Celebrating Africa” in support of National Geographic’s theme for 2006 - “*Africa in 3-D: Diversity, Demographics and Discovery*”.

*Geography Action!* is an annual conservation and awareness program designed to educate and excite people about our natural, cultural, and historic treasures. Each year we celebrate a different topic related to conservation and the world. This initiative provides numerous multi-disciplinary resources for educators and students including lesson plans, activities, print materials, professional development opportunities, and a service-learning campaign.

**All Indiana students in grades K- 12 are eligible to participate.**

There will be four categories of judging: **Grades K-2, 3-5, 6-8, and 9-12.**

One entry from each grade level category will be selected as the winner and their poster will be displayed on the GENI website and at the 2007 Indiana Geographic Bee state finals on March 30<sup>th</sup>.

Each winning student will be awarded an exciting geographic prize package at a special presentation.

The winner’s classroom/school will be awarded a classroom set of the Indiana Atlases (*Indiana in Maps: A Hoosier Perspective*) and other geography related materials.

### **Deadline for submission:**

All entries must be postmarked by Saturday, November 25 and arrive in the G.E.N.I. office no later than Wednesday, November 29, 2006.

### **Rules:**

- Posters must be no larger than 14 inches by 22 inches in size
- The poster must be titled on the front and represent the theme – *Africa in 3-D: Diversity, Demographics and Discovery*.
- The student may choose to focus on one of the topics (ie.—Diversity), or all three of the topics (ie.—Diversity, Demographics and Discovery)
- The back of each poster should include: Student’s name and grade; Teacher’s name and email, School name, address, phone number. This information **MUST NOT** be visible on the front of the poster or the entry will be disqualified.
- Winners will be notified by January 12th, 2007.



**DIVERSITY**  
**DEMOGRAPHICS**  
**DISCOVERY**



*VolunTourism continued from page 1*

We began our trip on the Black Sea in the historic coastal city of Trabzon that was established first as a Greek colony. One of the highlights was the Sumela Monastery which sits high up on the cliffs of Mt. Mela. Restored frescoes cover the walls of the church.

From Trabzon, we headed to the far eastern part of Turkey-- first to Erzurum and then to Kars. Remote but strategically very important, Kars is set on a grassy plain backed by distant peaks. The word *kar* means "snow" in Turkish and Orhan Pamuk chose this city as the setting for his bestselling novel by that name. Most of our time there was spent at the ruins of the 11<sup>th</sup> century city of Ani on the Armenian border. The site contains important remnants of Armenian architecture, including the city walls which are still intact, and the Church of St. Gregory which has a twelve-sided rotunda.

As we traveled south around Mt. Ararat to Turkey's largest lake, Lake Van, we stopped at an impressive fortress-like palace constructed by an Ottoman governor in the late 18<sup>th</sup> century which had a mixture of Persian, Armenian, Ottoman, and Seljuk styles. The palace had 366 rooms including a harem with 14 bedrooms and a small mosque. We stayed several days in Van visiting the 10<sup>th</sup> Century Church of the Holy Cross on Akdamar Island and Hosap Castle. We also found time to shop for rugs.

From Van we drove southeast to Diyarbakir, famous for its black basalt walls originally constructed by Constantine in the 4<sup>th</sup> century. This city, located on the Tigris River, is the unofficial capital of the Kurdish region of Turkey. After we explored the Great Mosque, we drove to the surrounding towns of Midyat, Batman, and Mardin on the Syrian border, where we experienced one of Turkey's colorful outdoor markets. There was every color of fruit and vegetable imaginable, bolts of rich-colored fabric and scarfs, and countless other goods—a true feast for the senses.

The next day we ferried across the Euphrates River to visit Mt. Nemrut where King Antiochus I of Commagene built a funerary sanctuary in the 1<sup>st</sup> century. Topping the summit are three terraces strewn with life-size statues of Antiochus and the major gods. We also visit Zeugma, a world heritage site, which was founded by Alexander's generals. It will soon be covered by the rising waters of the lake created by the new Ataturk Dam.

Along the Mediterranean we visited the cities of Antioch, Tarsus, and Adana. This region features countless Greek, Roman, Ottoman, and Seljuk sites. Then we traveled to Istanbul for a 6-day stay before beginning the second half of our trip exploring the western side of Turkey. Istanbul was a fascinating mix of mosques, churches, palaces, museums, bazaars, Turkish baths, and parks. We climbed the Galata Tower, explored Topkapi Palace, and

were awed by the Blue Mosque and the Hagia Sophia. Of course, no trip to Istanbul would be complete without shopping at the the Grand Bazaar and the Spice Market. I was especially impressed by the Book Bazaar where I purchased a European map from 1792.

One of the highlights of western Turkey was the capital, Ankara, where we encountered a student group from Purdue while visiting the Museum of Anatolian Civilizations, the country's most outstanding museum. Turkey is steeped in history. One of the earliest cities in the world is Catal Hoyuk, stretching back 10,000 years. Many of its artifacts are found in this museum. Other exhibits range from simple Paleolithic stone tools to exquisite Hellenistic and Roman sculptures.

The Turkish landscape reflects a remarkable geographical diversity. Geologically, one of the most unique natural areas in Turkey was Cappadocia with its "fairy chimney" rock formations, underground cities, and spectacularly eroded landscapes resulting from centuries of water and wind erosion. It is surrounded by a chain of extinct volcanoes created by the collision of the heavy Arabian plate and the lighter Anatolian plate.

In addition to the natural wonders, there are countless ancient ruins and thriving villages teeming with daily life. Our last week was spent along the Aegean coast at the ancient sites of Pergamum and Ephesus, the Roman sports arena at Aphrodisias, and legendary Troy. Behlul, as a graduate student in archaeology, had worked at the Ephesus site. At the Troy excavation site Dorothy and her nephew Mark read from Behlul's copy of Homer's *Iliad*. Hearing the conversation between Hector and his wife prior to his fight with Achilles made this a truly memorable experience!

Finally, we reached Canakkale and ferried across the Aegean to the Gallipoli Peninsula. We spent some time at AN-ZAC Cove and made our way north through beautiful farmland sprinkled with fields of sunflowers and arrived once again in



*Gloria Wilson with native children.*

Istanbul. The Turkish culture is a blend of European and Middle Eastern ways of life. Centuries ago the landmass of Asia Minor was the heart of the Ottoman Empire and now it is the modern Republic of Turkey. These waves of migration, in which one civilization replaced another, created a unique and glorious culture. Thanks to Dorothy, our expert guide Behlul, and the warm hospitality of the Turkish people, we had the opportunity to experience this distinctive culture.

# Dr. David Livingstone 1813-1873

## Missionary and African Explorer

By Melissa Martin

Livingstone is considered one of the most important European explorers of Africa. Born in Scotland, he worked in a local mill, but wanted more. He became a medical missionary hoping to convert the Africans he encountered to Christianity. His lifelong ambition was to abolish the slave trade and to create legitimate commerce to Africa.

In 1841, he was stationed at Kuruman on the outskirts of the Kalahari Desert making several trips looking for new sites. His first real expedition came in 1849 when he set out from Kolobeng, Botswana. He and his party crossed the Kalahari Desert to Lake Ngami. They were the first Europeans to see the lake. Those included in this party were his wife; Mary, and their four children.

One of his most amazing expeditions was a coast to coast venture from 1854-1856. He and his group traveled from Central Africa to the west coast following the Zambezi River to its mouth at the Indian Ocean and then crossed the continent all the way back to the east coast. This four thousand mile journey was a first for a European to cross Africa coast to coast. It was during this journey, that Livingstone came upon the incredible site the native called Mosi-o-Tunya, 'the smoke that thunders'. He named the great cataract Victoria Falls, after his queen.

His third expedition is sometimes called the

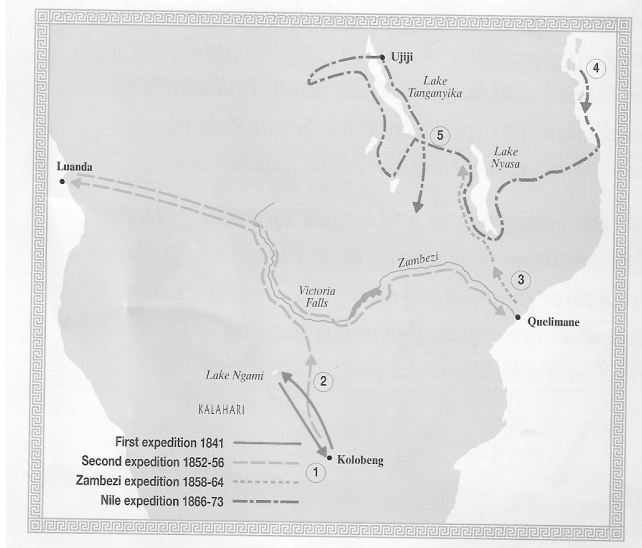
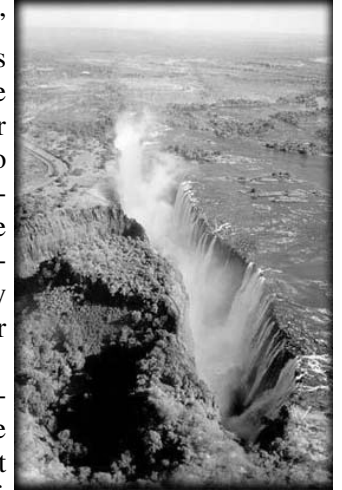


Image from *Explor—A Maze* by Robert Snedden

“Great Zambezi Expedition” dated from 1858-1864. This expedition began at the mouth of the Zambezi River and then up the Shire River to Lake Nyasa (now Lake Malawi). During this trip, he gathered a great deal of information on the natural history and geography of the interior of Africa.

The last African journey of Dr. David Livingstone began in 1866 when he set out to explore the rivers of Central Africa and to discover the source of the Nile River. It was during this excursion that he grew increasingly ill, suffering bouts of African fever. Although ill, he managed to continue traversing the entire length of Lake Tanganyika. Little was heard from Livingstone during this time and was feared missing and possibly dead. Meanwhile, in New York City, a reporter for the *New York Herald* named Henry Morton Stanley was sent to find Livingstone. Stanley finally found him in the village of Ujiji on November 10, 1871 and greeted the explorer with the now famous remark, “Dr. Livingstone, I presume?”. Stanley urged Livingstone to return to England, but he refused. He again set out to find the source of the Nile and to end slavery, but his illness befell him on April 30, 1873. His African companions found him still kneeling beside his bed apparently praying when he died. His heart was buried in Africa, while his body and belongings were transported back to England, where he is buried in Westminster Abbey. During his thirty years in Africa, he explored nearly a third of the continent, from the southern tip to almost the equator, traveling almost 29,000 miles.



1-mile wide Victoria Falls Gorge on the Zambezi River, on the Zambia-Zimbabwe border.



Livingstone Memorial—Victoria Falls





## Activity Ideas for Geography Awareness Week—November 12-18

**African Music Day**—Play African music during morning announcements and in the cafeteria during lunch. Listen to native music and try some native African dance in Music Class.

**African Craft Day**—Make an African craft, such as masks, drums, or other musical instruments from the continent. Great activity to work on with the Art Teacher. To make a Ndebele Doll visit [www.carlos.emory.edu/ODYSSEY/Teachers/II/African\\_art\\_lesson\\_plans/](http://www.carlos.emory.edu/ODYSSEY/Teachers/II/African_art_lesson_plans/) and click on “Ndebele\_Dolls\_Lesson.”

**African Foods Day**—Either make African recipes with your students or ask a local African restaurant to provide samples of their native foods.

**African Folklore Day**—Read an African folklore to your students or have them read one themselves. If possible, have them create a short skit to act out the folklore or have them draw pictures to represent the folklore.

**Formal Presenter**—Bring in a formal presenter such as a story-teller, musical group, or dance group. Many areas have African Drum Corps, including high school groups. Visit Young Audiences ([www.yaindy.org](http://www.yaindy.org)) for a list of great performers, including Prince Julius Adeniyi and the Drums of West Africa.

**T-Shirt Day**—Have students wear T-Shirts from around the world.

**Daily Africa Trivia**—Have a trivia question for each day of GAW. See the NG Kids Africa Brainteaser for an example at [www.nationalgeographic.com/ngkids/games/brainteaser/brain.html](http://www.nationalgeographic.com/ngkids/games/brainteaser/brain.html).

**“Where in Africa” Daily Challenge**—Pretend the Principal is in an African country. Give several clues and have students guess what country they are in that day. Visit the GENI website for the “Take Furby Home” Activity where students follow clues to identify their *Furby’s home country* and the country’s capital city. They then have to *take Furby home* on the map you provide by putting a post-it note on that country.

**BINGO! The African Connection Game**—Download this fun activity that gets your students out of their seats and learning some new African connections at [www.bu.edu/africa/outreach/materials/handouts/bingo1.html](http://www.bu.edu/africa/outreach/materials/handouts/bingo1.html). Squares can be modified to appropriate level for your classroom.

Combine some of the event ideas above and add in some more to create a “Celebrate Africa” Event at your school. Whether you use one classroom, the entire school, or incorporate your local community, use creative ideas to get you students excited about learning about Africa. Help them make life-long connections!

# Literature and Video Resources

## Elementary

(many can be used at the MS level as well)

**The Day of Ahmed's Secret**, F. Heide & J. Gilliland  
**It Takes a Village**, J. Cowen-Fletcher  
**Galimoto**, K. Williams  
**Mufaro's Beautiful Daughters**, J. Steptoe  
**What's Cooking, Jamela**, N. Daly  
**Fatuma's New Cloth**, L. Bulion and N. Tadgell  
**Aida**, Leontyne Price  
**The Day Gogo Went to Vote**, E. Sisulu  
**Africa Is Not a Country**, M. Knight and M. Melnicove  
**Journey to Jo'burg**, B. Naidoo  
**Sundiata: Lion King of Mali**, D. Wisniewski  
**Shaka King of the Zulus**, D. Stanley  
**Bringing the Rain to Kapiti Plain**, V. Aardema  
**The Fortune-Tellers**, L. Alexander  
**Juma and the Magic Jinn**, J. Anderson  
**Amoko and Efua Bear**, S. Appiah  
**My First Trip to Africa**, A. Browder  
**Not So Fast, Songololo**, N. Daly  
**Agassu: Legend of the Leopard King**, R. Dupre  
**Moja Means One: A Swahili Counting Book**, M. Feelings  
**African Dream**, E. Greenfield  
**Osa's Pride**, A. Grifalconi  
**The Village of Round and Square Houses**, A. Grifalconi  
**Boundless Grace**, M. Hoffman  
**At the Crossroads**, R. Isadora  
**Over the Green Hills**, R. Isadora  
**Anasi and the Strange Moss-Covered Rock**, E. Kimmel  
**Mcheshi Goes to Market**, J. Kitsao  
**Fire on the Mountain**, J. Kurtz  
**Pulling the Lion's Tail**, J. Kurtz  
**Jafta**, H. Lewin  
**Rehema's Journey: a Visit to Tanzania**, B. Margolies  
**Somewhere in Africa**, I. Mennen  
**Big Boy**, T. Mollel  
**The Flying Tortoise**, T. Mollel  
**The Distant Talking Drum**, I. Olaleye  
**Ogbo: Sharing Life in an African Village**, I. Onyefulu  
**A is for Africa**, I. Owoo  
**The New King**, D. Rappaort  
**Tutankhamen's Gift**, R. Sabuda  
**Charlie's House**, R. Schermbucher  
**Armien's Fishing Trip**, C. Stock

## Middle School:

**Bury My bones But Keep My Words**, T. Fairman  
**Waiting for the Rain**, S. Gordon  
**The Captive**, J. Hansen

**The African Mask**, J. Ruper  
**Out of bounds: seven stories of conflict and hope**, B. Naidoo  
**African Folktales**, R. Abrahams  
**Tales of an Ashanti Father**, P. Appiah  
**Apartheid: Calibrations of Color**, P. McSharry (Ed.)  
**The Ear, The Eye and The Arm**, N. Farmer  
**Somehow Tenderness Survives**, H. Rockman (Ed.)  
**Moonlight Bride**, B. Emecheta  
**Red Dust, Green Leaves**, J. Gray  
**Story for a Black Night**, C. Bess  
**The Return**, S. Levitin  
**The Dark Child**, C. Laye

## Secondary:

**Things Fall Apart**, C. Achebe  
**African Short Stories**, ed. C. Innes and C. Achebe  
**African-American Literature: Voices in a Tradition**  
 (textbook: Holt Rinehart)  
**The Wedding of Zein**, T. Salih  
**Sundiata: An Epic of Mali**, D.T. Niane  
**Dark Child**, C. Laye  
**Weep Not Child**, Ngugi wa Thiong'o  
**Joys of Motherhood**, B. Emecheta  
**Master Harold and the Boys**, A. Fugard  
**Nervous Conditions**, T. Dangarembga  
**Chaka**, T. Mofolo  
**A Grain of Wheat**, Wa Thiong'o, Ngugi

## Video's

***Africa: A Voyage of Discovery***, Film Inc. (HS Series)  
***Family Across the Sea***, SC Public Television (HS)  
***Georgina Williams of Ghana: a day in the life of a child***  
 (Elem./MS)  
***Journey to Understanding***, Altschul Films (MS/HS)  
***Smithsonian Folkways video anthology of music and dance of Africa*** (3 videos), Victor Company of Japan  
***The Leopards of Zanzibar***, National Geographic Africa Series  
 Sense Africa Videos:  
***Great Dance; Africa Unbottled; Cosmic Africa; Ochre and Water; Mountain of the Sea; Springbok of the Kalahari; City Slickers; The Whale Induna Africa, Search for Common Ground*** Series by Common Ground Productions; 13 videos, 26 minutes each.  
***The Africans*** Series by Ali Mazrui (PBS and BBC); 9 videos, 60 minutes each; the triple heritage of Africa: its indigenous, Western, and Islamic legacies.

***Note:*** The Boston University African Studies Center is a great resource for teaching about Africa. Visit [www.bu.edu/africa](http://www.bu.edu/africa).

## It Doesn't Require High-Tech Equipment to Celebrate GIS Day!



From kindergarten students to high school students, GIS is for everyone! Get your students involved with the annual GIS Day Program. Bring GIS education into your classroom, even without computers. Creative lessons and activities can help you teach your students about GIS with simple, inexpensive items such as overheads or a plain white sheet and M & M's. Visit [www.gisday.com/material.html](http://www.gisday.com/material.html) for a complete list of materials, activities, free downloads, sample agendas, animated movies, student badges and certificates, informational flyers, games, demos, declarations, invitations, power points, presentations, videos, and more!

## Want more information about the new course, *Geography and History of the World?*

The Geography Educators' Network of Indiana (GENI) and the History Educators' Network of Indiana (HENI) are offering a one-day workshop to discuss issues surrounding the new high school course, "Geography and History of the World". Indiana educators currently teaching the course, or planning to teach the course in the future, are invited to attend.



**WHEN: November 17, 2006**

**WHERE: IUPUI School of Education,  
ES Building; 902 W. New York Street**

**TIME: 9:00 a.m. – 4:00 p.m.**



As Indiana steps into new curricular territory, Social Studies educators have expressed the need for professional development and collaboration with colleagues on effectively teaching "Geography and History of the World". The workshop will begin with a brief history as to the development of the course, venture into structured discussion groups, provide brief content and methodology, share possible resources, and provide direction for further professional development regarding the new course. Your participation and input are vital!

Lunch and parking will be provided. The Indiana Department of Education has graciously offered to reimburse substitute teacher expenditures. A form will be provided during the workshop. Visit the GENI website to download a registration form.





## INVITATION TO PROVIDE INPUT ON TEXTBOOK FOR NEW HS COURSE!

*In recent years, the face of Social Studies education in Indiana has changed a great deal, especially with the introduction of the new high school course, "Geography and History of the World". In order to best serve the needs of Indiana social studies teachers, the secondary textbook publisher: Holt, Rinehart, and Wilson will be conducting focus groups in Indiana to determine the specific needs of the Indiana social studies classroom teacher. These focus groups will provide both middle school and high school teachers a unique opportunity to give their personal input as to what they would like to see in a social studies textbook program. I would like to invite you to participate in the process of bringing the social studies teachers of Indiana the most complete and comprehensive textbook program available. Dinner will be provided to thank you for your time.*

*Nov. 13—Teibel's Family Restaurant; US 30 and Hwy. 41, Schererville, Indiana*

*Nov. 14—Maggiano's Restaurant; 3550 East 86th Street, Indianapolis, Indiana*

*Please contact me if you would be interested in participating.*

*Sincerely,*

*Matt Ard*

*matt.ard@hrw.com*

*Mobile: 219-229-0117; Office: 219-764-7999*

### International and Civic Education (IICE): An Invitation to DELIBERATE!

## IICE Workshops

IICE workshops are designed for middle and high-school teachers interested in exploring deliberation as a method of instruction and in incorporating international issues in their classroom. For more details, visit <http://www.indiana.edu/~global/iice/>.

#### Our workshops will:

- Show you how to set up and organize a student-centered multiple-viewpoint deliberation.
- Provide materials and strategies for facilitating deliberation in the social studies curriculum, while meeting Indiana Standards and getting students to consider international perspectives.
- Sharpen students' active listening, critical thinking skills, AND move them to civic-based outcomes.
- Provide opportunities for cross-curricular teaching.

The workshops have high relevance for social studies teachers who teach Geography & History of the World, Government, U.S. and World History, Geography, Current Events, Global Studies, as well as teachers of World Languages.

Workshop participants engage in interactive activities and multiple discussions, and use authentic materials.

For Information about workshops, contact Manjari Singh at [msingh@indiana.edu](mailto:msingh@indiana.edu); 812-855-1638; Fax 812-855-6271.

#### You will get:

- 2 FREE Choices Curriculum Units Handouts, Rubrics, and Classroom Materials
- Snacks and Lunch at Venue.

Cost: \$15 and Substitute Teacher Reimbursement is possible!

October 27—Region8 Education Service Center, Fort Wayne

November 8—West Central Indiana Education Service Center, Greencastle

January 29—Southern Indiana Education Service Center, Jasper

January 30—Northern Indiana Education Service Center, Mishawaka

February 8—Central Indiana Education Service Center, Indianapolis

## *Off to the Sweet Shores of Africa* And other Talking Drum Rhymes by Uzo Unobagha

**Grade Level:** K-7

**Purpose:** Off to the Sweet Shores of Africa is a collection of Africa-inspired nursery rhymes. This story will introduce the students to West African culture through rhythms and rhymes using their own version of a “talking drum”.

**National Geography Standards Addressed:**

*Places and Regions* - Standards 5, 6, 7; *Human Systems* – Standard 10

**Indiana Social Studies Academic Standards Addressed:**

1.5.5; 2.5.3; 3.3.3; 4.5.6; 5.5.4; 5.5.5; 6.5.4; 6.5.7; 7.5.3;

**Materials:**

- Book Off to the Sweet Shores of Africa by Uzo Unobagha ISBN: 0-8118-2378-4
- Examples of Talking Drums – primary sources or pictures or sounds
- Map of West Africa with Nigeria highlighted
- Empty coffee cans or other cans of various sizes WITH plastic lids. Top and bottom should be removed.
- Various materials for decorating can--crayons, markers, stamps, yarn, paint, etc.
- African music
- Mother Goose nursery rhymes on tape or CD

**Objectives:** Upon completion of this lesson/activity, students will be able to...

1. understand the spatial relationship between the United States and West Africa.
2. listen to “Mother Goose” Rhymes from West Africa.
3. make a rhythm to the rhymes as the instructor reads.
4. construct their own talking drum.

**Procedures:**

1. Introduce the students to Rhymes by having students recite some of their favorites.
2. Next, read a few of them from the book, Off to the Sweet Shores of Africa.
3. Have students compare and contrast the two rhymes.
4. Now read a rhyme as the drum is “talking.”
5. Have students construct their own talking drums.
6. Students can take turns reading rhymes and “talking” the rhymes with their own drums.

**Key Questions:**

Why are rhymes important to one’s culture?

Are rhymes passed down from generation to generation? Why?

How do these rhymes reflect our culture and the rhymes from the book reflect the culture of the West African region?

What are some animals and objects that appear in most nursery rhymes? Why?

**Assessment:**

Students are able to locate the region of West Africa on a world map and the construction of their own talking drum.

**Extensions:**

1. Have students make up their own nursery rhymes from West Africa or another region of the world.
2. Invite a Drumming Troupe to perform for the class such as Prince Julius Adeniyi (Young Audiences of Indiana).
3. Create an interdisciplinary unit with Music or Art or both.
4. Have students perform during a school assembly or for parents.
5. Compare nursery rhymes from around the world.

**Examples from the book...**

*Off to the sweet shores of Africa  
Off, with my harp and harmonica  
I'll follow the walking, talking drum  
To the land, where sunbirds hum.*

*Off to the sweet shores of Africa  
To fields of palm and paprika,  
I'll watch the kingly eagle fly  
Beneath the clear blue sky.*

# EAST TO WEST: AFRICA'S INFLUENCE ON MEXICO

BY: Karen Grimes Cooper

St. Andrew & St. Rita Catholic Academy, Indianapolis, (updated 10/2006)

## Purpose

In order to gain a better understanding of the relationship between peoples of ancient Africa and ancient Mesoamerica, students will participate in the following lesson to determine the impact on modern society.

## Teaching Level

The following activities are appropriate for grades 7-12

## National Geography Standards

1, 3, 6, 9, 12 & 17

## Indiana Social Studies Standards

5.1.1—Give examples of early cultures and settlements that existed in North America prior to contact with Europeans.

5.1.2—Examine accounts of early explorations of North America including accounts of interactions and conflicts between those early explorers and the native Indians.

6.1.12—Describe the development of Mesoamerican civilizations – such as the Mayas, Toltecs, and Aztecs in Mexico and the Incas in South America – prior to contact with Europeans.

6.3.10—Compare and contrast cultural patterns – such as language, religion, and ethnicity – in various parts of Europe; the Caribbean; and North, South, and Central America

8.1.3—Describe major Indian groups of eastern North America, including early conflict with Europeans settlers.

## Objectives

Upon completion of the following lesson, students will be able to:...

1. relate in written or oral form the African presence in the ancient Americas, specifically, in Mesoamerica,
2. identify a picture or other form of the *Colossal Heads of Olmec*,
3. express an opinion of the materials researched regarding the relationship of the peoples of ancient Africa and ancient Mesoamerica,
4. talk about the Olmec culture,
5. map the region where the Olmec culture resided, and
6. identify personal misperceptions/perceptions about this aspect of history.

## Materials Required \*

- pictures of *the Colossal Heads of Olmec*
- copies of the book *The Ra* by Thor Heyerdal
- copies of the book *They Came Before Columbus* by Ivan Van Sertima
- copies of the book *African Presence in the Americas* by Ivan Van Sertima
- copies of the book *Before the Mayflower* by Leone Bennett
- clay or play dough
- sculpturing tools or Popsicle sticks
- a copy of the **In Search of Aztecs** video or other video on the Aztecs
- a copy of the **In Search of the Mayans** video or other video on the Mayans
- black line maps of Mesoamerica
- world maps /atlases depicting Africa, the Atlantic and Mesoamerica (maps should show ocean currents, trade winds, seasonal weather trends, and physical characteristics ...)
- computer access

\* Use as many of these books as you can find. *The Ra* is out of print and may be hard to find. The other books are currently in print and may be able to be put on loan from the local public library.

## Resources

websites:

<http://www.google.com/search?hl=en&q=african+presence+in+the+Americas&btnG=Google+Search>

Page excerpts: Page 232: **African Presence in Early America** by Ivan Van Sertima



<http://www.si.umich.edu/CHICO/Schomburg/>

*The Schomburg Center for Research in Black Culture*

Click on "Timeline"

Search other features of this site

<http://members.aol.com/carltred/AfricanPresence.htm>

*African Presence*

Read the article

<http://www.theperspective.org/olmecs.html>

*The Olmecs: An African Presence in Early America*

Read the article

<http://www.raceandhistory.com/historicalviews/04022002.htm>

*History of the African Olmecs*

Read the article

<http://www.crystalinks.com/olmec.html>

*Olmec Civilization* (Includes maps)

<http://community-2.webtv.net/PAULNUBIAEMPIRE/BLACKCIVILIZATIONS/index.html>

*A History of the African-Olmecs: American Indian-Black Cultures*

<http://www.cwo.com/~lucumi/america.html>

*Columbus Came Late: The African Presence in Early America*

<http://www.history.com/encyclopedia.do?articleId=218144>

*The History Channel – defining "Olmec"*



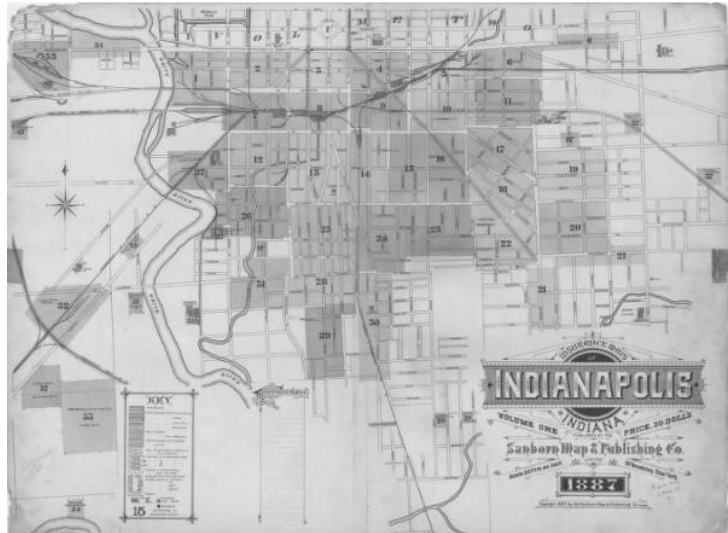
## **Procedures**

1. Divide the students into several small groups; each group will be responsible for reading either selected pages of the books, *The Ra*, *They Came Before Columbus*, *African Presence in the Americas*, and *Before the Mayflower*; they should be responsible for reading one of the articles from the suggested list. Each group should then prepare a short presentation the contents of their group's assignment. Each group will present their findings to the class as a whole. (2<sup>nd</sup> option: the teacher can prepare a report on the contents of each book and the articles that will guide the students' research but not their opinions. Both the books and articles explore the African presence in the Americas and the plausibility of ancient Africans traveling to ancient Mesoamerica before Europeans (Christopher Columbus)(1000-800 BC).
2. View both videos: **In Search of the Aztecs** and **In Search of Mayans** or another video about these two groups. Discuss the videos in relation to the information gathered from the other sources. Create a large outline on a flip-chart or bulletin board paper to link all key points (dates, locations, weather, ocean currents, etc.).
3. Display the pictures of *The Colossal Heads of Olmec*; distribute background information on the Olmec culture in outline form or allow the students to research the Olmec culture at the resource center. Discuss the relationship of the pictures to the videos and the books.
4. Students should write questions that they would like to ask the ancient Africans and Mesoamericans about their lifestyles, economics, meeting, travel,...
5. Students should color in the region dominated by the Olmec culture on a blank map of Mesoamerica. Students should also indicate possible travel routes, from Africa to Central America using the maps and atlases available.
6. Take one day, each student should create their own *Colossal Head of Olmec*, using play dough or clay and pop-sicle sticks. Display the final products around the school with paragraph descriptions.
7. Students should then write an essay on their perceptions / misperceptions of "what" has been researched or write a story from an African explorer's perspective or create a drama from their concept of who the Olmecs were.

## **Adaptations / Extensions**

As a follow-up activity, students should research current cultures residing in the ancient Olmec sphere of influence. Have the students create a list of influence of cultural exchange on the peoples of this region, both present and past, on local and global cultures.

# Indianapolis in Maps: Now and Then



Images from the Downtown Indianapolis Inc. <http://www.indydt.com/dtmap.html> and IUPUI Digital Collections, Indianapolis Sanborn Map Collection <http://indiamond6.ulib.iupui.edu/SanbornJP2/>. Originals are in full color.

By Kristi L. Palmer, IUPUI

## **Activity Description:**

This 1-2 hr. program introduces learners to the benefits of maps as tools for discovering a city's (and its people's) history. Using map navigation skills, participants will be provided with a list of well-known present day landmarks in Indianapolis. They will locate these sites on a current map of downtown Indianapolis and using the information found here (addresses, street crossings, site surroundings) to locate the same site on the Sanborn Fire Insurance Map from 1887 or 1898. Some landmarks will be the same, showing learners that many present-day landmarks in Indianapolis existed over a hundred years ago. Participants will also find that many of the same buildings still exist but that they are now used for different purposes. And finally, the class will also find that some areas of downtown have completely changed their look and purpose. In addition to finding the specific landmarks listed the participants are also encouraged to explore the maps in-depth (especially the older maps) and record anything that stands out to them or that is interesting to them.

While students will work in groups or individually on the formal worksheet activity, the class will come together at the end to share their discoveries and what these discoveries might infer about the city, its people, and its history.

## **Learning Objectives for the Primary Learner:**

1. Participants will learn about Indianapolis history (social, economic, and urban).
2. Participants will learn how to navigate different types of maps, including online maps.
3. Participants will be able to compare and contrast some of the social and economic trends in past and present day Indianapolis.
4. Participants will recognize that information found in one research source can be used/transferred to other research sources.

## **Background:**

**Sanborn Fire Insurance Maps:** Today we are going to look at how Indianapolis has changed over the course of more than 100 years. We are going to do this by comparing a present-day map of downtown Indianapolis with maps from 1887 and 1898. The older maps are called Sanborn Fire Insurance Maps. They were created by the Sanborn Company and were used to determine the worth of a property for insurance purposes. They show what the buildings were made of such as brick, adobe, or wood. They show the

number of floors each building had, the location of doors, windows, chimneys and elevators, and how the structure was used. For example was it a dwelling, an apartment, a hotel, or perhaps a church? Also listed are street addresses. Sometimes the maps tell the ethnicity of the people who lived and worked in the buildings. Today these maps are used by historians, geographers, preservationists, ethnic studies scholars, and archaeologists.

Go to <http://hdl.handle.net/1805/640> for the entire replication kit. Scroll down and simply click on the Microsoft Word file or the Adobe PDF file, depending on what will work best with your computer system. Everything is laid out in great detail, step-by-step.

**This complete kit includes:**

- ACTIVITY OBJECTIVES FOR PRIMARY LEARNERS AND REQUIRED SKILLS and TECHNOLOGY
- ACTIVITY OVERVIEW - General Description of the activity
- INSTRUCTOR'S GUIDE
  - ⇒ Step-by-step guide on how to accomplish this activity and an answer key.
- LEARNER MATERIALS
  - ⇒ All materials to be handed out to learners

**Excerpt from the kit:**

## Activity

**Directions:** We want to find out how downtown Indianapolis has changed over time. One way to do this is to compare and contrast a new map of Indianapolis with an old map of Indianapolis. You have been provided with 7 locations/addresses in Indianapolis.

**In Small Groups**

1. Using the link provided on each worksheet find the location/address on the current day map of downtown Indianapolis.
2. Record information regarding the location's surroundings on the same worksheet. What streets do you see? What other buildings or landmarks do you see?
3. Next, using the link provided on each worksheet find the same location/address on the historic Sandborn map.
4. Record what you found at this location. Is the same building that you saw on the present-day map still there? Is there something entirely different there? What other buildings or landmarks do you see?

**Coming Back Together as a Class**

1. What did you discover? What locations have changed? Which locations have stayed the same?
2. Considering the specific location we examined as well as the other locations you discovered in looking at the maps how has our city changed?

**Indiana Social Studies Standards:**

5.3.9  
6.3.1; 6.3.2  
7.3.3  
8.3.11  
WG.1.7





# *Indiana Council for the Social Studies*

Invites you to attend the  
*2006 Annual Conference*

## *Think Globally...Teach Locally!*

*Friday October 27, 2006*



### **The Adam's Mark**

(near the Indianapolis Airport)  
2544 Executive Drive,  
Indianapolis, IN 46241  
(317) 248-2481



For more information contact President-elect Julie Patterson  
[judpatte@indiana.edu](mailto:judpatte@indiana.edu)

Or check for updates on our new website at <http://www.wvec.k12.in.us/icss>

## **National Geographic MAPS: Tools for Adventure One-Day Workshop for Teachers**

**November 7, 2006  
9:00 a.m. – 3:30 p.m.**

Join us for the workshop and see this exciting new exhibit developed by The Children's Museum and the National Geographic Society. Learn how you can help students experience maps as tools for adventure and discovery. Examine new perspectives on maps and use historic maps to explore the past. Engage in hands-on mapping activities and see how geospatial technologies are helping us to analyze information and solve problems. This workshop is designed for teachers who have not attended the National Geographic MAPS summer institute. All participants will receive a grade 3-5 unit of study, which complements the exhibit, and other teaching materials. **The Children's Museum of Indianapolis will reimburse your school corporation for substitute pay up to \$65.**

### **Registration Information:**

**Designed for Teachers: Grades 3-5; Enrollment limited to 20**

**Fee: \$30**

**Date: Tuesday, November 7; Time: 9:00 a.m. – 3:30 p.m.**

**Location: Level 3 Training Room, The Children's Museum of Indianapolis**

**Registration Deadline: October 24**



Advance registration required. Enrollment is on a first come, first served basis and will close when enrollment reaches capacity. To register by phone call: **(317) 334-4400** or **(800) 820-6214**. For online registration, go to [www.ChildrensMuseum.org](http://www.ChildrensMuseum.org) (Go to the Teachers page and click on Professional Development.)



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<http://www.iupui.edu/~geni>

2006-07: Africa!



*Africa in 3-D*  
*Diversity*  
*Demographics*  
*Discovery*



**New High School  
Course Workshop**

**ICSS Annual  
conference  
Oct. 27**